** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade/Class/Subject: | Grade 4/ Math | School: | Sacred Heart |
| Date: | March 3/2022 | Allotted Time: | 1hr 15min |
| Topic/Title: | Multiplying by tens, hundreds, and thousands | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

|  |
| --- |
| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| This lesson will focus on learning the rules on how to multiply any number with tens, hundreds, and thousands. |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

|  |  |
| --- | --- |
| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | Questioning and investigating   * I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.   Students are expected to engage in critical thinking by combining previous knowledge with the new content to develop conclusions that are reasonable and factual. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

|  |  |
| --- | --- |
| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves recognizing the consequences of one's actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one's identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | The FPPL that learning involves patience and time is embedded within this lesson by giving students the patience needed for them to fully grasp a new concept as well as give them the time needed to work through a problem. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

|  |
| --- |
| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.  Essential Question: How can I use multiplication rules to understand how to multiply anything by 10 to 1000? |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

|  |  |
| --- | --- |
| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| * Understanding and Solving: Develop and use multiple strategies to engage in problem solving * Communicating and Representing: Develop and use multiple strategies to engage in problem solving   Students are expected to engage with the learning process and use what they already know about multiplication to learn how to multiply by 10s. | * multiplication and division of two- or three-digit numbers by one-digit numbers   Students are expected to learn how to multiply by 10s and use this knowledge to multiply larger numbers up to 1000. |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

|  |
| --- |
| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| Students will demonstrate their learning by participation in solving the questions as a class, and by completing at least one or two parts per question in their workbooks. Students will know they are proficient when they are able to complete at least half the questions in their workbook which will also be how evidence of learning will be documented. Students will receive feedback throughout the assignment as the teacher circulates the room correcting any misunderstandings or questions students may have. Assessment will be formative. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

|  |
| --- |
| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| All Students: must complete at least half of each question in the work book  Most Students: can complete their questions in the workbook and participate in class discussion  Some Students: could complete their questions in the workbook and contribute new ideas or questions to class discussion.  EA’s will circulate the room helping students who need it, and they will focus on the students with exceptionalities that need it most. |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * Workbooks |

1. **LESSON OUTLINE**

|  |  |  |
| --- | --- | --- |
| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Share learning intentions of the day and that students are going to be learning about multiplication and addition II which is a strategy they can use to figure out how to multiply larger numbers by breaking them down. | 2min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Mark Workbooks together as a class  Multiplying by tens, hundreds, and thousands:  Use the blocks to represent multiplication statements.  Prompt students to state their knowledge of multiplication facts involving 10s, 100s, and 1000s.  Ensure students know the rule that if something is multiplied by 10 it will always end in 0. Do some sample questions;  10 x 3= 30 so 10 x 30= 300 students need to recognize that if there is a 0 at the end of both #s it adds another 0 to the answer so  10 x300= 3000 and 10 x30000= 300000  You can also break this down by adding the 0s at the end so 6 x20 turns into 6x2= 12 first and then the 10s are added back so the answer would be 120.  Finish lesson portion with a video: <https://www.youtube.com/watch?v=8g6EJX_qLSU>  Work in workbook page 117-119 | 10-15min  10-15min  3min  30min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Finish by assigning pages for homework and asking if students have any other last minute questions. | 2min |

1. **REFLECTION** *(anticipate if possible)*

|  |
| --- |
| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
|  |